ECH 130

Health and Wellbeing

S1 External 2018

Department of Educational Studies

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit examines health, wellbeing, nutrition and safety of children from infancy to 12 years. Implications for children, families and communities are addressed, including practices in a range of settings. Issues and debates arising from research, available technology, community attitudes and values are critically examined. This unit introduces students to the syllabus content associated with the personal development, health and physical education (PDHPE) key learning area with particular focus on the safe living, personal health choices, and growth and development strands. Skills and knowledge in planning, teaching and assessing PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand different approaches to health from international policy to individual choice.

Know how to access and use key early childhood, school and government documents relating to health.

Know how to access key research findings relating to infant and child health.

Understand their own knowledge and biases regarding health issues.

Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

Have an understanding of the diverse range of health issues in Australia.

Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

Understand basic strategies to prevent or intervene.

Appreciate the multidisciplinary nature of health problems.

General Assessment Information

In order to successfully complete the assessment you must:

- Consult the Detailed Unit published through the unit's iLearn site.
- Have access to the textbook and read at least the required chapters.
- Listen to all lecture recordings.
- Use the Detailed Unit Guide to ensure correct preparation and completion of assessments.

Assessment Tasks

Name	Weighting	Hurdle	Due
EYLF & PDHPE	10%	No	Open 5 April, 2pm-11.59pm
Critical Evaluation	45%	No	3 May, 11.59pm
Overview of Unit	45%	No	Exam period

EYLF & PDHPE

Due: **Open 5 April, 2pm-11.59pm**
Weighting: **10%**

Teachers use a range of documents to support the health and well being of infants and children. Key documents are the Early Years Learning Framework (for Birth to 5 years) and the Personal Development, Health and Physical Education (Kindergarten to Year 6) Syllabus. The purpose of this quiz is to support your understanding of these key documents.

There will be 10 questions, worth 1 mark each.

This online quiz will be open for 10 hours, Thursday 5 April, from 2pm - 11.59pm. You will have one hour to complete and only one attempt is permitted.

Required readings

http://docs.education.gov.au/node/2632

'http://syllabus.bos.nsw.edu.au/pdhpe/

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.

Critical Evaluation

Due: **3 May, 11.59pm**
Weighting: **45%**

There has been an increasing emphasis on the importance of healthy eating during early childhood.

For this essay, you will critically review key articles (provided) on healthy eating in early childhood.

Further information and the marking criteria will be available on iLearn.

This Assessment Task relates to the following Learning Outcomes:

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Appreciate the multidisciplinary nature of health problems.

Overview of Unit

Due: **Exam period**
Weighting: **45%**

The exam will cover content from lectures and your textbook.

Additional details will be published in the Assessment Guide available on iLearn.

Students are required to be available throughout the duration of the exam period http://www.mq.edu.au/policy/docs/examination/procedure.html If you are unavailable on the day of the exam and it's not due to unavoidable circumstances such as hospitalisation, then you will be marked as absent from the exam and you will fail the unit. **The exam cannot be completed before the date listed in the University exam timetable.**

Students who live outside of the Sydney Metropolitan Area who are registered for a regional exam centre will be able to complete the exam at their exam centre.

On successful completion you will be able to:

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents

relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

Delivery and Resources

Delivery

ECH130 has a total of three (3) contact hours per week, including 2 x 1hr lectures and 1 x 1hr tutorial.

The textbook for ECH130 is:

Garvis, S. & Pendergast, D. (2017). Health and wellbeing in childhood (2nd ed.). Melbourne: Cambridge University Press.

For those wanting to make a head start, the following chapters will be required reading: Chapters 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 17, 19, 20, 23, and 24.

You must have access to this textbook throughout the unit. Please purchase the textbook as soon as possible.

External Students

Attendance at the on-campus is voluntary. You must register for the on-campus no later than 17 March if you wish to attend. Details will be available on iLearn from the first week of session 1.

Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
    - Internal Students: Attend at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade.
    - Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted

Assessment

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'assignment extensions and late penalties' section below for more details);
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Special Considerations" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations Policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all

drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Department of Educational Studies (EC) Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures.

Final Grades

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

Unit Schedule

Please note that the order of lecture topics is subject to change, and it is best to check Ilearn and the Detailed Student Guide (on ilearn) for final details.

Week	Lecture Topic
1	Introduction to Health in Early Childhood
	Concepts of Health & Variations of Typical
2	Sustainability in Early Childhood Settings
	Indigenous Health
3	PDHPE & EYLF I
	PDHPE & EYLF II
4	Illness and Immunisation

	Water Safety
5	Sleep
	Physical Activity
6	Road Safety
	Managing Risk in Outdoor Play
7	Nutrition
	Food Handling & Storage
8	Infection Control
	Allergies
9	Maltreatment Part I
	Maltreatment Part II
10	Breastfeeding
	Body Image
11	Bullying
	Social and Emotional Learning
12	Mental Health Part II
	Mental Health Part II
13	Wellbeing Part I
	Wellbeing Part II: Moving beyond 'school readiness': empowering children as advocates and global citizens.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand their own knowledge and biases regarding health issues.
- Appreciate the multidisciplinary nature of health problems.

Assessment tasks

- EYLF & PDHPE
- Overview of Unit

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Appreciate the multidisciplinary nature of health problems.

Assessment task

- Critical Evaluation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand different approaches to health from international policy to individual choice.
- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

Assessment tasks

- EYLF & PDHPE
- Overview of Unit

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand different approaches to health from international policy to individual choice.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

Assessment tasks

- EYLF & PDHPE
- Critical Evaluation
- Overview of Unit

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Know how to access and use key early childhood, school and government documents relating to health.
- Know how to access key research findings relating to infant and child health.
- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Understand basic strategies to prevent or intervene.
- Appreciate the multidisciplinary nature of health problems.

Assessment task

- Critical Evaluation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Acquire basic skills in teaching young children about health and developing safe but challenging learning environments.

Assessment task

- Critical Evaluation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand different approaches to health from international policy to individual choice.

- Understand their own knowledge and biases regarding health issues.
- Appreciate the multifactorial nature of health problems and differential impacts of health issues on various groups within society.
- Have an understanding of the diverse range of health issues in Australia.

Assessment task

- Overview of Unit

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand their own knowledge and biases regarding health issues.
- Have an understanding of the diverse range of health issues in Australia.

Assessment task

- Overview of Unit